

2007

FCAT

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Student Name

READING



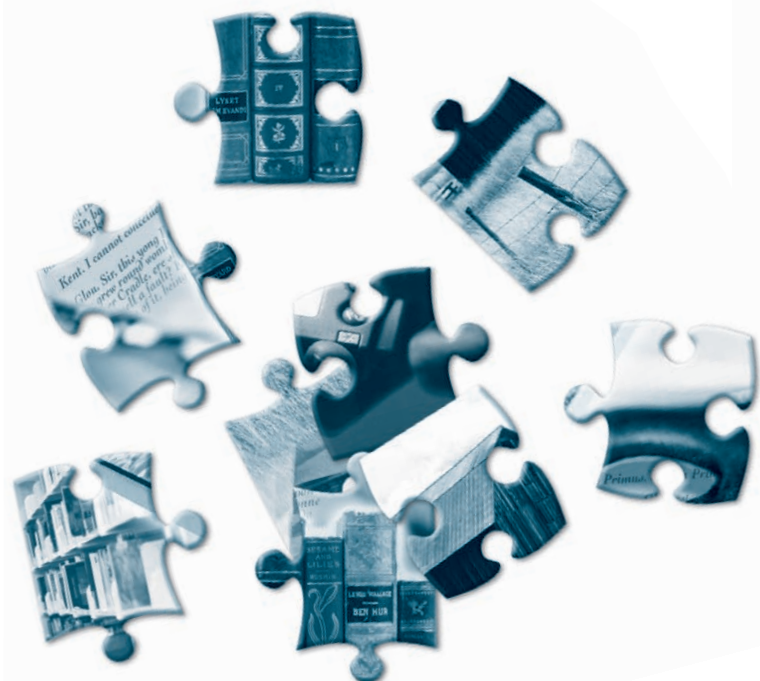
Reading

Sunshine State Standards

Test Book

Released: Fall 2007

Last Used: March 2007



GRADE

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SSS Reading

This test measures how well students are achieving the benchmarks in Florida's Sunshine State Standards.

Table of Contents

Betsy Brandon Meets the President/Washington	Page 4
What Is an Ecosystem?	Page 10
Ernie Hanato, Paniolo	Page 17
The Secret of Summer	Page 24
What Are You Figuring Now?	Page 28
Bricks	Page 35

After you have read each article, passage, essay, or poem, answer the questions in this Test Book.

Read the story “Betsy Brandon Meets the President” and the poem “Washington” before answering Numbers 1 through 6.

Betsy Brandon Meets the President

by M.V. Pollock

There was a flurry of excitement in the Brandon household early one morning in 1791. It was the day that General Washington, the president, was supposed to visit Salisbury, North Carolina. For most of the people, it would be their only chance to see anyone so important. Everybody planned to be there. Everybody, it seemed, except fourteen-year-old Betsy, the oldest child of Squire Richard Brandon’s family. Betsy had to stay at home to finish the chores.

“Ha! Betsy won’t get to see the president,” teased the younger children as they climbed into the family buggy. Betsy tried to hide her disappointment as they rode away.

But Betsy was not one to mope. She returned to the kitchen and washed the breakfast dishes and swept the floor. Then she took her bonnet from the hook on the back of the door. She was going outside to feed the chickens. But what was that rumbling noise? It sounded like wheels, but not like those of her father’s buggy. It seemed to come from the opposite direction.

Betsy hurried to the front door and peeked out. Her eyes grew wide. Coming down the road that passed in front of the house was the most beautiful coach she had ever seen. It was pale ivory and trimmed in gold.

As it came near, Betsy felt herself drawn down the pathway to get a better view. The coach was decorated with elaborate scenes that reminded Betsy of the four seasons. And it bore an impressive emblem, like a coat of arms.

Suddenly the driver pulled on the reins. “Whoa!” he said loudly. The ornate harnesses tinkled musically as the four fine horses halted right in front of the gate where Betsy stood.

Fearful, Betsy wanted to run, but she felt as if her feet were glued to the path. The door of the coach opened, and a tall, handsome man in uniform stepped down. He was almost as tall as her father. He tipped his hat and nodded in her direction. Then another, even more handsome man stepped out. He was white haired and at least six-feet-four. Surely they were men of importance on their way to Salisbury to see the president.

“Good morning, miss,” said the white-haired man. His face was stern and deeply lined, but his blue eyes were warm and friendly.

“Good morning, sir,” Betsy’s voice quavered when she spoke.

“Is your father home?”

“No, sir.”

“Is your mother home?”

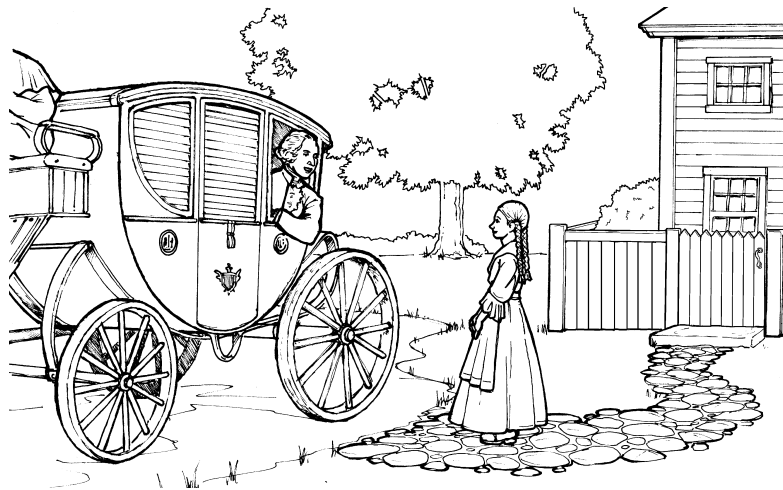
As Betsy shook her head, her golden braids moved back and forth. “My family all went to Salisbury to see the president,” she explained.

“Did you not wish to see the president, too?” The voice was kind.

“Oh yes, sir,” Betsy replied. “I wanted to see the president more than anything, but I must stay here to do the chores.”

The two men exchanged amused glances. “If you will prepare breakfast for us, I promise you will see the president before any of the others.”

Thinking that the president would soon pass by on his way to Salisbury, Betsy hurried into the kitchen. She prepared a delicious breakfast, which the two men seemed to enjoy.



They thanked her and prepared to leave. Betsy asked, “Sir, when my family returns, to whom shall I say I served breakfast?”

The white-haired man climbed inside the coach. Leaning out the window he smiled. “Just tell them you served breakfast to President Washington and his aide,” he said. And the coach rolled away in clouds of dust.

* * *

Washington

Nancy Byrd Turner

He played by the river when he was young,
He raced with rabbits along the hills,
He fished for minnows, and climbed and swung,
And hooted back at the whippoorwills.¹
Strong and slender and tall he grew —
And then, one morning, the bugles blew.

Over the hills the summons came,
Over the river's shining rim.
He said that the bugles called his name,
He knew that his country needed him,
And he answered, "Coming!" and marched away
For many a night and many a day.

Perhaps when the marches were hot and long
He'd think of the river flowing by
Or, camping under the winter sky,
Would hear the whippoorwill's far-off song.
Boy or soldier, in peace or strife,
He loved America all his life!

¹ **whippoorwills:** birds named for their particular call

Answer Numbers 1 through 6. Base your answers on the story “Betsy Brandon Meets the President” and the poem “Washington.”

- 1** Based on the story and the poem, how was Washington’s life as a child different from Betsy Brandon’s life?
- A. Washington played by the river, but Betsy played at home.
 - B. Washington practiced marching, but Betsy prepared tasty meals.
 - C. Washington practiced birdcalls, but Betsy listened for passing coaches.
 - D. Washington spent his days playing, but Betsy spent her days helping at home.
- 2** Which event from the story FIRST prepares the reader for something unexpected to happen?
- F. Betsy watched the family buggy leave.
 - G. The coach stopped in front of the house.
 - H. Betsy wondered what the rumbling noise was.
 - I. People were excited about seeing an important man.

- 3 Read this sentence from the story.

As it came near, Betsy felt herself drawn down the pathway to get a better view.

In which sentence below does the word *view* have the same meaning as it does in “Betsy Brandon Meets the President”?

- A. Direct your view to the second picture on the left.
- B. The report clearly states the writer’s point of view.
- C. The defense lawyer’s speech affected the judge’s view of the situation.
- D. The guests can get a view of the garden by looking out of the window.

- 4 The author of the story describes Washington as having a face that is “stern and deeply lined” and eyes that are “warm and friendly.” What does this lead the reader to believe?

- F. Washington was always polite to others, even when he was worried.
- G. Washington’s experiences in life had made him tough, but he remained a kind person.
- H. Washington was difficult to know because his looks were so different from his personality.
- I. Washington’s hardships as a soldier made him seem older than he really was, but he continued to serve his country.

- 5 Read these lines from the poem “Washington.”

**He said that the bugles called his name,
He knew that his country needed him,**

The poet includes these lines to show that Washington

- A. heard the sounds of nature.
- B. wanted to travel the country.
- C. played a musical instrument.
- D. felt patriotic toward his country.

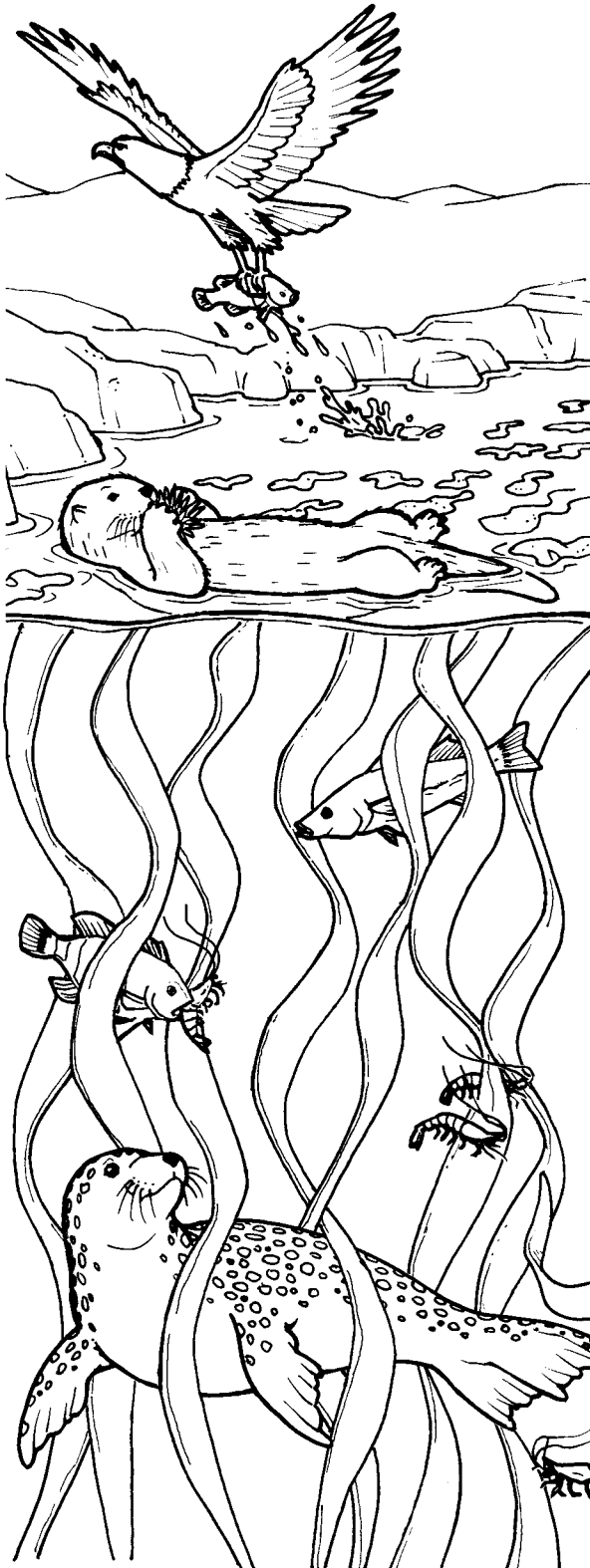
- 6 Read these lines from the poem “Washington.”

**Perhaps when the marches were hot and long
He’d think of the river flowing by**

The poet includes these lines to suggest that whenever Washington felt weary and tired, he would

- F. find shade by a river.
- G. cool himself in a river.
- H. change his travel route to follow a river.
- I. recall a childhood experience about a river.

Read the article "What Is an Ecosystem?" before answering Numbers 7 through 16.



What Is an Ecosystem?

by Susan Quinlan

Plants help animals by making food from sunlight, air, water, and soil minerals. Different animals help plants by carrying their pollen or seeds, or by enriching the soil with their droppings. All the plants, animals, and other living things in one place interact with one another in many ways. They fit together like the pieces of a three-dimensional puzzle. Scientists call this puzzle an *ecosystem*. An ecosystem includes a place, all the living things in it, and all the connections among them.

Because there are so many connections in an ecosystem, it can be hard to figure out exactly how it works. Scientists were puzzled, for example, by the underwater ecosystems around two Aleutian islands that lie near each other. Amchitka and Shemya Islands are surrounded by rocky ocean floor and clear water of the same temperature and saltiness. Since the places are nearly identical, one would expect to find similar life there. Instead, the two islands have very different ecosystems.

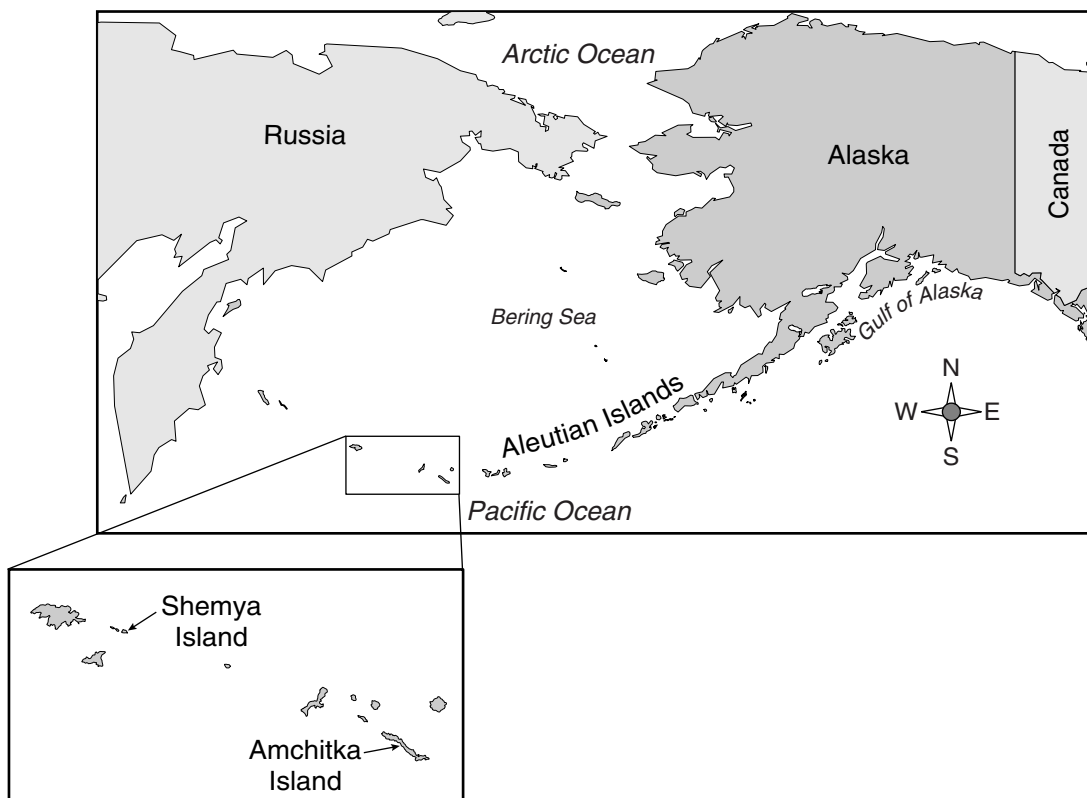
The ecosystem around Amchitka Island has dense underwater forests of giant kelp (a plant-like organism that lives in the ocean). It has a large population of shrimp-like animals and fish, thousands of sea otters, bald eagles, and lots of seals. In contrast, Shemya Island has no sea otters, few seals, and no bald eagles. Underwater, there is almost no giant kelp, few shrimp-like animals, and few fish. Instead, the rocky ocean floor is carpeted with bottom-dwelling, hard-shelled animals, such as sea urchins, barnacles, and blue mussels.

Why are the ecosystems around these islands so different? The scientists discovered that all the differences arose because Shemya lacked a *single* animal species—the sea otter. Sea otters disappeared from the islands in the late 1800s when hunters killed them for their thick, soft fur. Fortunately, a few sea otters

survived. After decades of protection, they finally returned to Amchitka. But they had not yet reached Shemya when the scientists were there.

The scientists discovered that the sea otters triggered a series of ecosystem changes. These diving mammals eat many different underwater animals, including sea urchins. Any large urchins that venture into nearshore waters where the sea otters dive are quickly eaten.

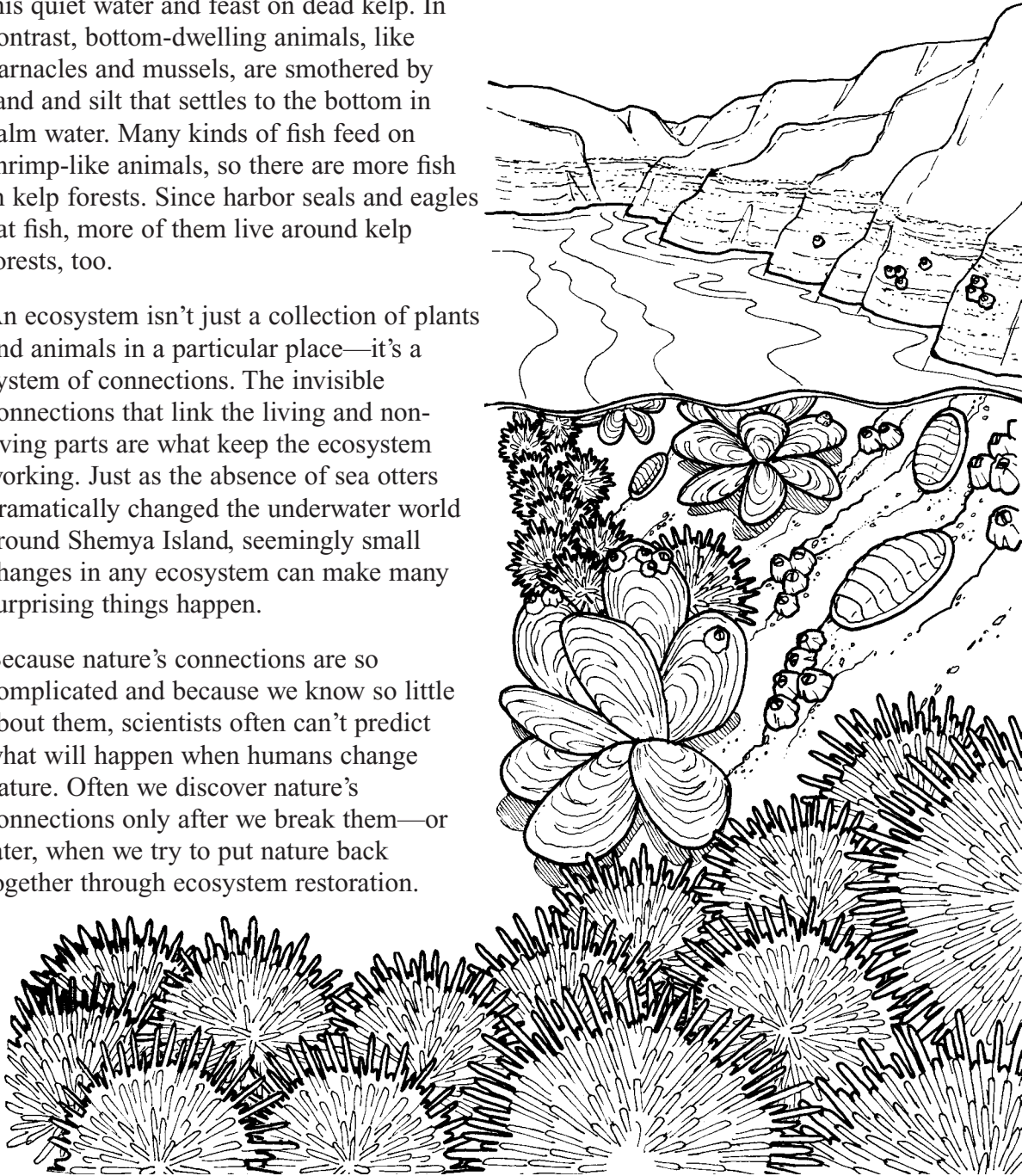
On Shemya, however, where there are no sea otters, the ocean floor is patrolled by hordes of sea urchins. Sea urchins eat giant kelp. They also gnaw through the anchoring base of the kelp. Without an anchor to the ocean bottom, the kelp soon washes ashore and dies. So giant kelp can't survive in places like Shemya.



On Amchitka, where sea otters limit sea urchin numbers, a giant kelp forest thrives. A kelp forest slows ocean currents and makes waves smaller, creating pockets of calm water. Shrimp-like animals flourish in this quiet water and feast on dead kelp. In contrast, bottom-dwelling animals, like barnacles and mussels, are smothered by sand and silt that settles to the bottom in calm water. Many kinds of fish feed on shrimp-like animals, so there are more fish in kelp forests. Since harbor seals and eagles eat fish, more of them live around kelp forests, too.

An ecosystem isn't just a collection of plants and animals in a particular place—it's a system of connections. The invisible connections that link the living and non-living parts are what keep the ecosystem working. Just as the absence of sea otters dramatically changed the underwater world around Shemya Island, seemingly small changes in any ecosystem can make many surprising things happen.

Because nature's connections are so complicated and because we know so little about them, scientists often can't predict what will happen when humans change nature. Often we discover nature's connections only after we break them—or later, when we try to put nature back together through ecosystem restoration.



"What Is an Ecosystem?" by Susan Quinlan, from *Muse*, January/February 1998. Text copyright © 1998 by Susan Quinlan. Reprinted by permission of the author.

Answer Numbers 7 through 16. Base your answers on the article “What Is an Ecosystem?”

- 7** Which sentence tells the main idea of this article?
- A. Sea urchins are important to a healthy island ecosystem.
 - B. Hunters in the 1800s changed the island ecosystems forever.
 - C. Sea otters, seals, and sea urchins live in the same ecosystem.
 - D. Changes in nature can produce unexpected results in an ecosystem.
- 8** With which statement would the author of “What Is an Ecosystem?” most likely agree?
- F. People should avoid activities that may harm an ecosystem.
 - G. Ecosystems need change in order to stay strong and healthy.
 - H. Ecosystems can never be repaired once they have been damaged.
 - I. Scientists should be able to predict the effects of changes on ecosystems.
- 9** Which two words from the article have OPPOSITE meanings?
- A. gnaw, feast
 - B. series, single
 - C. washes, settles
 - D. system, collection

- 10** By reading the article and looking at the map, you can tell that Shemya and Amchitka Islands are located
- F. along the coast of Russia.
 - G. along the coast of Canada.
 - H. between the Arctic Ocean and the Bering Sea.
 - I. between the Pacific Ocean and the Bering Sea.
- 11** How are the islands Amchitka and Shemya alike?
- A. Similar water surrounds both islands.
 - B. Sea otters have returned to both islands.
 - C. Kelp beds have grown around both islands.
 - D. Similar fish populations live around both islands.
- 12** What caused the sea life around Amchitka Island and Shemya Island to be so different?
- F. Bald eagles preferred to nest on Shemya Island.
 - G. The sea otters returned to only Amchitka Island.
 - H. Shrimp-like animals grew larger around Shemya Island.
 - I. The water temperature was warmer around Amchitka Island.

- 13** According to the article, which event happened first?
- A. Otters were protected on Amchitka.
 - B. Sea urchins ate the giant kelp forests.
 - C. Sea urchin numbers grew around Shemya.
 - D. Otters nearly disappeared from the islands.
- 14** Which detail from the article helps show how a sea otter's diet can protect kelp forests?
- F. Seals live in the kelp forests.
 - G. Sea urchins eat and destroy kelp.
 - H. Shrimp-like animals eat dead kelp.
 - I. Fish make their homes in kelp forests.

- 15** Read this sentence from the article.

On Amchitka, where sea otters limit sea urchin numbers, a giant kelp forest thrives.

This sentence means the sea otters

- A. compete with sea urchins for food.
- B. keep track of sea urchins in the kelp.
- C. keep the sea urchin population down.
- D. find sea urchins that live in kelp forests.

- 16** Read these sentences from the article.

A kelp forest slows ocean currents and makes waves smaller, creating pockets of calm water. Shrimp-like animals flourish in this quiet water and feast on dead kelp.

What does the word *flourish* mean?

- F. grow well
- G. seek warmth
- H. become quiet
- I. avoid enemies

Read the passage “Ernie Hanato, Paniolo” before answering Numbers 17 through 24.

Ernie Hanato, Paniolo



My name is Ernesto Santiago Hanato. I’m the sixth Ernesto Santiago in my family. I’ve been a cowboy all my life.

We’re Hawaiian cowboys. Our family has lived on the islands for 200 years. When Hawaii was a country, the king sent for Mexican cowboys to help round up wild cattle. Because these first cowboys spoke Spanish, or “*Español*,” the native Hawaiians called them “*paniolos*.”

I live just outside the town of Makawao, which means “the edge of the forest.” We can see the ten-thousand-foot-high volcano Haleakala with fat white, red, and black cattle grazing on its slopes and in the fields below.

Grandpa Ernie taught me to ride. I remember sitting in front of him in the saddle as we rode around the ranch, riding in parades, and going on trail rides. On the trail rides, generations of paniolos would sing Hawaiian songs and play ukuleles, tiny Hawaiian guitars. Grandpa would sing, “*Malia malia, pipi, malia malia, kamalii*. Slow and easy, cattle, slow and easy, little calves.”

Back then, Grandpa Ernie rode Guapo, a yellow-brown horse. Guapo kept the cattle moving in one direction and nothing ever startled him. They worked like two halves of a whole, Guapo knowing what to do even before Grandpa told him.

Then Grandpa Ernie bought Adela, a gentle mare the color of a dark coffee bean. When Grandpa Ernie got Adela, he gave me Guapo. And when Adela had her foal, my Grandpa Ernie announced, “Your filly is here!” Excitedly I ran to the barn. “*Malia, malia*, Ernie,” Grandpa Ernie urged. “Take it slow and easy.”

My mother remarked, “She looks just like Adela. Why don’t we name her Adelita but call her Addie for short?” We did.

Grandpa Ernie said I could go into Addie’s pen anytime—as long as I spoke and moved quietly. “You must show her you are her friend. Tell her not to be afraid.” Addie was curious. Sometimes she came right up to sniff me, then kicked her heels and ran away on her long, awkward legs.

I kept riding Guapo and learning how to be a cowboy, working alongside Grandpa Ernie and the other paniolos, penning the new calves and doing other cowboy jobs. On holidays we wore our hats with bands of flowers and the horses’ necks were ringed with flowered leis. The women and girls wore colorful riding costumes too.

I went to the pasture daily to visit Addie. She played chase with me, learned to eat oats from my hand, and let me lead her with the halter I put around her head. She got used to the sound of my voice and waited for me when the school bus dropped me off. I even did my homework outdoors sitting close to her.

I was ten when Addie started coming up to the yard to find us. One day, she pushed the door open with her nose and stuck her face into the house. She came right into the kitchen and nibbled some bread. “Ernie! No horses in the kitchen!” Mama warned.

Grandpa Ernie smiled. “Ernie, let’s give Addie a different supper.” He took hold of Addie’s halter and led her out by the barn. “Go get a bucket of oats,” he told me.

I thought, *This isn’t a different supper. Oats are always supper!*

“Stand here with the bucket of oats. Let her keep eating. Keep rubbing her coat, just like you always do.” He returned from the barn, holding a blanket and my saddle.

“Grandpa Ernie, what are you doing? She’s never had a saddle on!”

“Just keep talking to her.” My grandpa lifted the saddle blanket over Addie’s back. I kept rubbing her, and she kept munching oats. When he lifted the saddle onto her back, she didn’t care a bit. Grandpa and I stood talking quietly a few minutes. Then Grandpa began to pull the girth that held the saddle ever so slowly, tighter and tighter until the saddle was snug. “Walk with the bucket,” he directed. Grandpa Ernie moved alongside her, holding his arm across the saddle and leaning against her as he walked. Addie looked back at him, as if to ask, “Is this a new game?”

Grandpa Ernie said, “Now, I’ll hold the lead rope, and you set your foot in that stirrup. Put a little weight on it.”

I replied, “I’m a little scared, Grandpa.”

Grandpa answered, “She’s fine. See how relaxed she is. I’ve got her.” When I placed my foot in the stirrup, I felt myself shivering, so I leaned closer to Addie’s middle. I put more weight into the stirrup. “Sing to her, Ernie.”

I sang, "*Malia*, slow and easy, Addie."

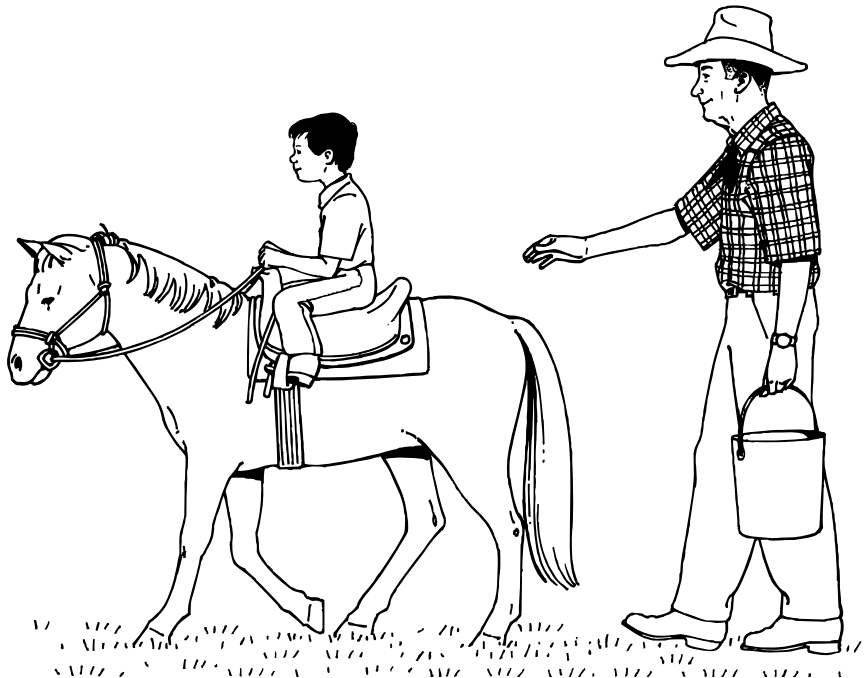
"Swing on up into the saddle, Ernie."

"Are you sure?"

"I've got her. Just keep singing and she'll keep eating." I pulled myself onto her back. Grandpa went on, "Now, we'll just go for a little walk. *Malia, malia, Adelita*." Then he gently looped a halter rope over Addie's neck, and hooked its ends into the halter rings. "I'll hold on, Ernie. But you take the rope and use it like a rein."

Everything was quiet except for Addie's footsteps and my grandpa's voice. When I looked down again, my grandpa had let go. I was riding Addie.

"*Malia*, Addie, slow and easy," Grandpa Ernie repeated. "Now you're partners. Now she really is your little filly."



"Ernie Hanato, Paniolo," property of the Florida Department of Education.

Answer Numbers 17 through 24. Base your answers on the passage “Ernie Hanato, Paniolo.”

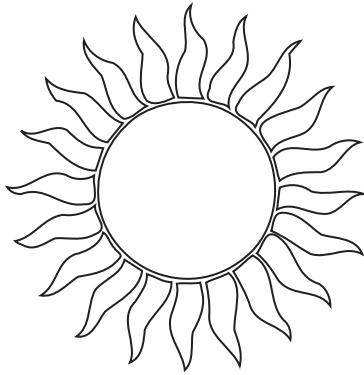
- 17** In the passage, which of the following happens FIRST when preparing Addie to be ridden for the first time?
- A. Ernie puts weight on the stirrup and sings to Addie.
 - B. Ernie feeds Addie oats and talks to her to get her to relax.
 - C. Grandpa puts his arm over Addie’s back and leans against her.
 - D. Grandpa places a halter rope over Addie’s neck and hooks it into the rings.
- 18** The purpose of the girth as described in this passage is to
- F. keep the horse going in a circle.
 - G. guide the horse in the right direction.
 - H. keep the saddle in place on the horse.
 - I. help the rider step up into the saddle.
- 19** When Grandpa is getting Addie ready to be ridden for the first time, what is the MOST likely reason he puts his arm over her back and leans on her?
- A. Grandpa is giving Addie a hug to make her feel comfortable.
 - B. Grandpa is checking the saddle on Addie to see if it is properly fixed.
 - C. Grandpa is getting Addie used to feeling weight and pressure on her back.
 - D. Grandpa is trying to push Addie to the side so that he can adjust the saddle.

- 20** In the passage, when Ernie climbs into the saddle on Addie's back, what feeling does he show that he has never felt before around Addie?
- F. anger
 - G. joy
 - H. nervousness
 - I. peace
- 21** What is the MOST important result of Ernie's daily visits to Addie?
- A. Addie expects Ernie to feed her.
 - B. Addie comes to know and trust Ernie.
 - C. Addie learns to play chase in the pasture.
 - D. Addie walks into the kitchen and eats bread.
- 22** How are Ernie and Grandpa Ernie different in this passage?
- F. Ernie is often excited, but Grandpa Ernie is calm.
 - G. Ernie is usually impatient, but Grandpa Ernie is stern.
 - H. Ernie tries to hide his feelings, but Grandpa Ernie shows his feelings.
 - I. Ernie often upsets his mother, but Grandpa Ernie keeps things peaceful.

- 23** With which of the following statements would the author of “Ernie Hanato, Paniolo” MOST likely agree?
- A. Hawaiian cowboys learn to ride horses while they are young.
 - B. Hawaiian cowboys have different jobs than Mexican cowboys.
 - C. The best way to train horses is to be gentle and earn their trust.
 - D. Small horses should be allowed to wander wherever they want.
- 24** This passage is MOSTLY about how
- F. Hawaiian cowboys celebrate holidays.
 - G. Hawaiian cowboys came to be called paniolos.
 - H. Grandpa trains and rides horses the Hawaiian way.
 - I. Ernie becomes a Hawaiian cowboy and gets his own filly.

Read the article “The Secret of Summer” before answering Numbers 25 through 30.

The Secret of Summer



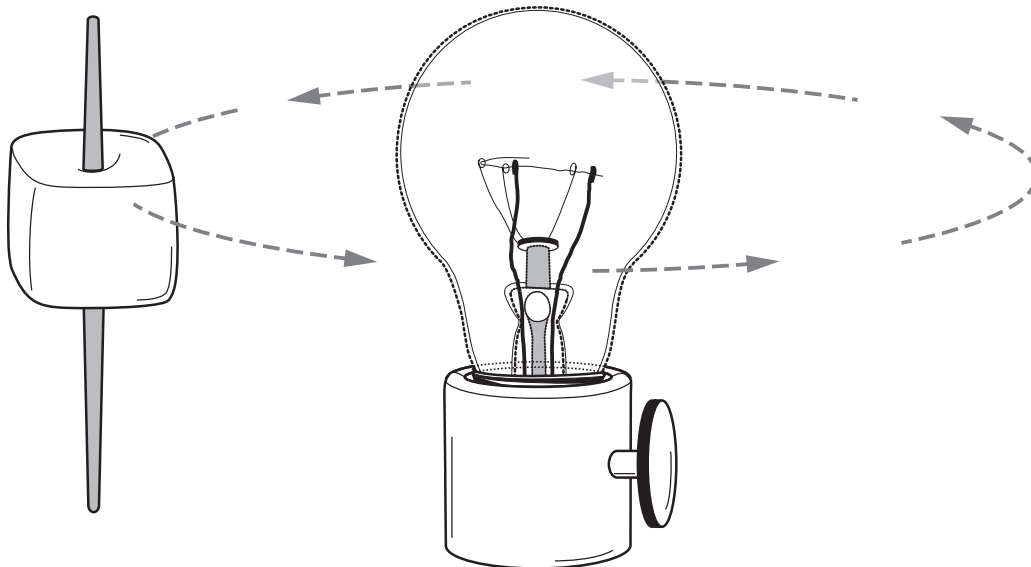
By Sandra Markle

You don’t want to miss a minute of this season, and you can be ready for it if you watch for the signs. Even if you live where the weather doesn’t make a dramatic change, you’ll start to see lots of little clues. Bare trees will leaf out, and plants that never lost their leaves will sprout new growth. Flowers will bloom, and birds—familiar feathered friends that haven’t been around all

winter—will be back. If you really keep your eyes open, you’ll see all kinds of animal babies, because summer is a good season for young animals to grow up. However, even surer signs than these are:

1. The constellations you see at night will be in different positions in the sky.
2. It will be daylight longer.

These facts reveal the reason for summer. This season happens because the earth is tilted and because it’s orbiting the sun. To find out the secret of how this causes summer, try this investigation. Stick a toothpick through the center of a marshmallow. Then, hold the pick near the top and keep it pointing straight up and down while you move the marshmallow in a slow orbit around a glowing lightbulb. Notice how both the upper and the lower half of the marshmallow are brightly lit



during the complete trip. If this model represented the way the earth orbits the sun, winter and summer would be just alike.

In fact, that's the way it is at the equator—hot and sunny all the time. However, to make the model simulate the earth's real position, you'll need to tip the marshmallow so the top end of the pick points away from the bulb. Keep it tilted while you repeat the orbit and watch closely. Through part of its course, the lower half of the marshmallow receives more direct light. Then, the marshmallow moves to a position where the top half is aimed at the lightbulb. Whichever of the earth's hemispheres—northern or southern—is receiving direct radiation from the sun has summer.

The earth takes $365\frac{1}{4}$ days to complete one orbit of the sun, and during that time the earth's position in space is constantly changing. Because of the earth's tilt, this orbital shift is enough to make the angle at which the sun's rays strike the earth a little different each day. It also makes the sun rise and set in a slightly different place on the horizon. Twice during each orbit, the sun rises exactly due east and sets exactly due west. Those two days are called the vernal (spring) equinox and

the autumnal (fall) equinox. These days are called equinoxes because the hours of daylight and darkness are equal. Orbit the tipped marshmallow again. Can you find the two points when the effect of the tilt is the least—the equinoxes?

After the spring equinox, the sun rises a little to the north of east each day and sets a little to the south of west. The more to the north the sun rises, the greater the arc it traces across the sky before setting. This means more hours of daylight—more hours of direct solar energy to heat up the earth. Although the days are warm long before this official date, summer begins in the northern hemisphere on June 21. That's the summer solstice, the longest day of the year, when the earth's North Pole is pointed most directly toward the sun. Ninety-three days and approximately fifteen hours later, summer ends on September 23, the autumnal equinox. If you live in the southern hemisphere, June 21 is the shortest day of the year for you. December 21 is the longest day.

Answer Numbers 25 through 30. Base your answers on the article “The Secret of Summer.”

- 25 Read this sentence from the article.

However, to make the model simulate the earth’s real position, you’ll need to tip the marshmallow so the top end of the pick points away from the bulb.

Which word has almost the SAME meaning as *simulate*?

- A. change
 - B. control
 - C. match
 - D. orbit
- 26 The author asks readers to move the marshmallow in a circle around the light bulb in two experiments. How is the second experiment DIFFERENT from the first?
- F. The circle is bigger.
 - G. The toothpick is bent.
 - H. The marshmallow is tilted.
 - I. The light bulb is turned off.
- 27 Why do the sun’s rays strike the earth at a slightly different angle each day?
- A. The earth orbits the sun at a tilt.
 - B. The sun traces an arc across the sky.
 - C. The constellations change over time.
 - D. The horizon shifts throughout the year.

- 28** What change occurs immediately AFTER the spring equinox?
- F. The sun sets later, so days become longer.
 - G. The sun sets early, so days become shorter.
 - H. The North Pole begins to point away from the sun.
 - I. The sun shines brighter so the earth's temperature rises.
- 29** With which statement would the author MOST likely agree?
- A. The best place to observe the secret of summer is at the equator.
 - B. Scientific experiments should be performed only by trained scientists.
 - C. Household objects can be used to help people understand scientific facts.
 - D. It is difficult to observe the secret of summer in the southern hemisphere.
- 30** What is the main idea of this article?
- F. As the earth's tilt changes, sunlight decreases.
 - G. As the seasons change, so do the constellations.
 - H. A simple model can show how the earth orbits the sun.
 - I. The seasons are caused by the movement and tilt of the earth.

Read the story “What Are You Figuring Now?” before answering Numbers 31 through 38.

What Are You Figuring Now?

A Story About Benjamin Banneker

by Jeri Ferris

illustrations by Amy Johnson

For several years, Benjamin planted and weeded and watered. He helped his neighbors when they needed to write letters or figure their bills. Benjamin still loved numbers. To keep his mind busy, he made up complicated math puzzles using numbers and plants and animals.

That fall, as usual, Benjamin rode to the nearby trading town of Elkridge Landing for supplies. He couldn’t wait to get to the end of the bumpy dirt road that wound through the tree-covered hills and buy the things his mother wanted. Then he could have a good, long talk with the folks in town. The truth was, as much as Benjamin loved his mother and father and three sisters, what he really enjoyed was talking about books or math problems or what was happening in other parts of the colonies.

It was about 10 o’clock by the sun when Benjamin tied his horse outside the store and pushed the door open. He tucked his hat under his arm, ordered a bolt of white cloth for his mother, and looked around for someone to talk to.

He saw a man he knew sitting by the salt barrel. Benjamin’s heart jumped like a rabbit when he saw what the man had in his hand. It was a gold watch! Benjamin had always wanted to figure out how clocks and watches worked.

The man saw Benjamin staring at the gold watch. “Good morning,” he said as Benjamin walked over, “do you have a new math puzzle today? I never did figure out the last one!” Benjamin laughed, and then he sat down for a good talk.

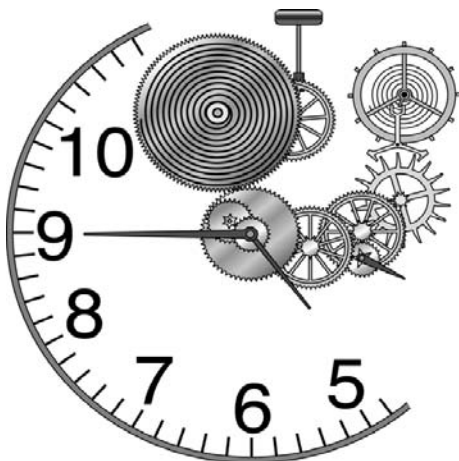
Late that afternoon, Benjamin rode home, slowly. He didn’t want to harm the watch that his friend had let him borrow. It was wrapped in some of his mother’s white cloth and tucked way down in his pocket. Even so, Benjamin thought he could hear the watch ticking steadily, echoing his own heartbeat.

That night after supper, Benjamin carefully laid the watch on the rough wooden table. His three sisters watched from the other side of the table.

Benjamin pulled the candle closer. “This is a watch,” he said. “A man in town lent it to me, and now I’m going to take it apart and draw the pieces. Then I’ll put it back together again.” Benjamin held his breath and gently took the back off the watch.

Every evening for a week, Benjamin sat at the table with the watch, a candle, his quill pen and ink, and paper. He copied each tiny wheel and gear and pin. He memorized how they fit together and how the watch worked. When the week was up, he put the pieces back together and returned the watch to its owner. Then Benjamin got a good night's sleep.

The next day when the farm work was done, Benjamin went into the woods. His feet crunched the crisp red and orange leaves covering the ground as he looked for just the right pieces of wood. Not too old, not too dry, not too green, not too soft. Just right.



For two years, Benjamin farmed all day and worked on his wood pieces at night. Sometimes a piece broke, no matter how carefully he carved. Sometimes the wood was too green and curled up, no matter how carefully he chose the pieces. Then Benjamin had to start that piece all over again.

In 1753, two years after he had borrowed the gold watch, Benjamin put all the pieces together. He remembered just how each one had

fit into the next one in the watch. When he was finished, they fit perfectly, like the pieces of a puzzle. He built a case, put the gears and wheels and pins inside just so, and added a bell made of iron. Benjamin had made his own clock.

Benjamin's neighbors heard about his wooden clock. They came to see it and listen to it and talk to the 22-year-old farmer who had made it. People in Elkridge Landing heard about the clock, and they came to see it. People in Joppa heard about the clock, and they came to see it.

Unfortunately, Benjamin didn't have time to talk about this clock. He had more work to do than ever. His father, Robert, was not strong enough to do any farm work. There was no one to help Benjamin take care of the one-hundred-acre farm, with its tobacco, corn, wheat, fruit trees, horses, cows, and bees.

In 1759, his father died. Now the farm belonged to Benjamin. His sisters had grown up, married, and moved to homes of their own, and only his mother was left. She still laughed and sang as she worked in the garden. She made candles as fast as Benjamin could use them, and she sewed new white shirts for him to wear. Benjamin farmed, taught himself to play the violin and the flute, and made up harder and harder math puzzles in his head. When he had time, he would ride into town to buy supplies and hear the latest news about what was happening in the other colonies.

Who Was Benjamin Banneker?

Benjamin Banneker was a farmer, inventor, astronomer, writer and antislavery supporter. Banneker created the first American-built striking clock, invented the first Farmers' Almanac and actively spoke out against slavery.

Benjamin Banneker was born in Maryland on November 9, 1731. His father and grandfather were former slaves.

Banneker started life as a hard-working farmer. However, his interest in math and solving puzzles lead to many great accomplishments.

Timeline of Benjamin Banneker's Life

1731	Banneker is born.
1753	Banneker constructs wooden striking clock.
1775	American Revolutionary War begins.
1783	American Revolutionary War ends.
1788	Banneker starts to study astronomy.
1789	Banneker predicts solar eclipse. George Washington becomes president.
1791	Banneker helps design Washington, D.C.
1797	John Adams becomes president.
1801	Thomas Jefferson becomes president.
1806	Banneker exchanges letters with Thomas Jefferson about opposition to slavery and dies later that year.

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Answer Numbers 31 through 38. Base your answers on the story “What Are You Figuring Now?”

- 31 The MOST likely reason the author wrote “What Are You Figuring Now?” was to
- A. show the influence Benjamin Banneker’s family had on him.
 - B. present reasons for Benjamin Banneker’s fascination with clocks.
 - C. explain Benjamin Banneker’s reasons for becoming a mathematician.
 - D. give an example of Benjamin Banneker’s determination and intelligence.

- 32 Benjamin especially looked forward to going to the store to
- F. avoid farm chores.
 - G. purchase white cloth.
 - H. meet interesting people.
 - I. show his new clock to others.

- 33 Read this sentence from the story.

It was about 10 o’clock by the sun when Benjamin tied his horse outside the store and pushed the door open.

What does the author tell the reader with the phrase *by the sun*?

- A. The store had a clock shaped like the sun.
- B. Benjamin read the clock by the light of the sun.
- C. The time of day was estimated by the position of the sun.
- D. Benjamin was expected to arrive at the store after the sun rose.

34 Why did Benjamin MOST likely hold his breath when he took the back off the watch?

- F. He feared moisture might damage the inside of the watch.
- G. He was very nervous about taking apart a precious object.
- H. He wanted to time how long it would take to finish the job.
- I. He was worried that broken watch parts would fly into his face.

35 Why did Benjamin get a good night's sleep after he returned the watch?

- A. The loud ticking of the watch kept Benjamin awake at night.
- B. Benjamin stayed up every night that week to sketch the watch.
- C. The watch was so valuable that Benjamin had guarded it at night.
- D. Benjamin had been too nervous about the watch to sleep well at night.

36 Benjamin's mother made so many candles because

- F. she needed light in order to sew shirts at night.
- G. she could sell the candles to bring in extra money.
- H. Benjamin needed them at night to work on his projects.
- I. Benjamin could use candles to make his wooden clock run.

- 37** About how long had the Revolutionary War been over when Benjamin predicted a solar eclipse?
- A. three years
 - B. six years
 - C. nine years
 - D. twelve years
- 38** What did Benjamin Banneker do while George Washington was president?
- F. He studied astronomy.
 - G. He helped design a city.
 - H. He built his wooden clock.
 - I. He wrote letters against slavery.

Read the article “Bricks” before answering Numbers 39 through 45.



by Charlotte Foltz Jones

In New York City the Empire State Building was constructed with over 10 million bricks.

The Great Wall of China stretches fifteen hundred miles and contains almost 4 billion bricks.

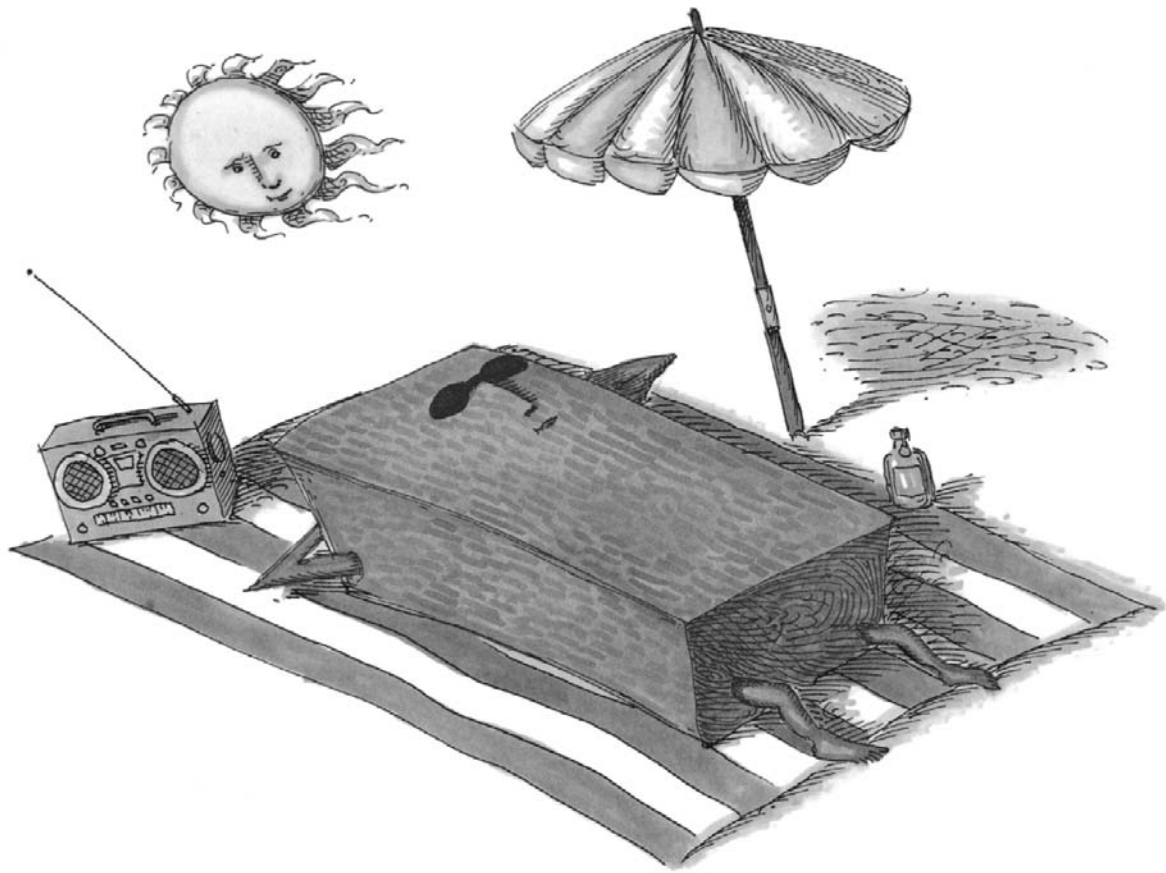
Bricks have been used for nine thousand to ten thousand years, making them the oldest man-made building material.

Some archaeologists believe that the first bricks were made by accident. They were probably formed when mud or silt was deposited by the Nile River in Egypt. After the mud hardened into slabs, the slabs cracked. When an Egyptian walking along the Nile saw the slabs, he realized they could be shaped into blocks and used for building.

Some of the ancient bricks that have been found are as strong as the bricks manufactured today. The method of making bricks is still almost the same. Clay is mined, crushed, and mixed with water. The thick goo is then shaped, dried, and baked. Machines have made the crushing and mixing processes easier. Large ovens have replaced the sun drying. But the basic procedure has changed very little.

Brick plants are built near clay deposits suitable for brick making. One site is near the town of Malvern, Arkansas. Total production there is 150 million bricks a year—so many that Malvern is called the Brick Capital of the World. The town celebrates each year with a Brickfest.

There are even people who collect bricks. Their organization is called the International Brick Collectors Association. There, adults as well as children from the United States, Canada, Great Britain, New Zealand, and Australia share their interest in bricks. But they don't collect just any brick. They collect bricks that have names or markings on them.



Anyone interested in old bricks can visit the General Shale Museum of Ancient Brick, 3211 North Roan Street, Johnson City, Tennessee 37601.

This museum is free and open during standard business hours.

“Bricks.” From *Mistakes That Worked* by Charlotte Foltz Jones. Copyright © 1991 by Charlotte Foltz Jones. Used by permission of Doubleday, a division of Random House, Inc.

Answer Numbers 39 through 45. Base your answers on the article “Bricks.”

- 39** In order to show readers that bricks are old, the author includes
- A. details about the Brick Capital of the world.
 - B. a description of how bricks were probably first invented.
 - C. an explanation of how brick buildings are manufactured.
 - D. instructions for joining the International Brick Collectors Association.
- 40** Why does the author begin with the examples of famous brick structures?
- F. to illustrate the worldwide use of bricks
 - G. to prove that oven-dried bricks are stronger
 - H. to encourage tourists to visit brick buildings
 - I. to show how bricks in various cities are alike
- 41** What probably led the Egyptians to discover they could make and use bricks?
- A. They identified a thick substance called clay.
 - B. They noticed mud hardening into slabs and cracking.
 - C. They invented ovens that provided a new source of heat.
 - D. They found ways to dam the river so it deposited more soil.

- 42** As the FINAL step in brickmaking, the thick goo should be
- F. baked.
 - G. crushed.
 - H. mined.
 - I. shaped.
- 43** According to the article, how has the process of manufacturing bricks changed since bricks were first made?
- A. Manufacturers today use machines.
 - B. Manufacturers today use better materials.
 - C. Manufacturers today make larger numbers of bricks.
 - D. Manufacturers today make bricks in different shapes.

- 44** Why was Malvern, Arkansas, chosen as a place to establish a brick plant?
- F. The people in Malvern like to collect bricks.
 - G. The people in Malvern like to build with bricks.
 - H. Malvern is located near clay that is good for making bricks.
 - I. Malvern is near the General Shale Museum of Ancient Brick.
- 45** A person would most likely visit the General Shale Museum of Ancient Brick in order to
- A. see bricks made near the Nile River.
 - B. learn how to make bricks out of clay.
 - C. look at bricks that have historical value.
 - D. join the International Brick Collectors Organization.

GRADE
5

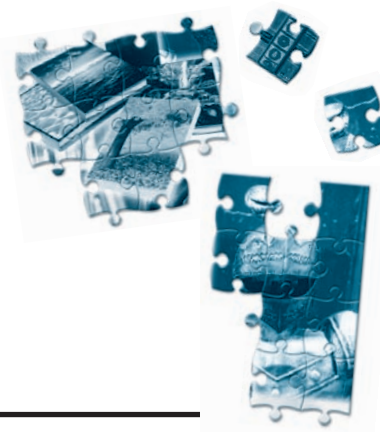
Reading

Sunshine State Standards

Test Book

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